

DEPARTMENT OF MINES AND RESOURCES

Honourable Jas. A. MacKinnon,  
Minister.

INDIAN SCHOOL BULLETIN

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INDIAN AFFAIRS BRANCH

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THE THREE C's IN EDUCATION.

COMPETENCE - the development of all those skills of hand and of brain and body which are needed to fit people for day-to-day life in the modern world. ....

CURIOSITY - the natural instinctive desire of all human beings to widen their experience, and one of the great objects of Education is to develop, not to stifle this sense of wonder at the universe about us, and this delightful inquisitive tendency of the human mind to venture ever further and deeper - into realms of thought and feeling.....

CONSCIENCE - first of all the realisation that none of us lives only for himself. We are all members one of another, and perhaps the most important thing which we all have to try to do is to develop the attitude of mind which will extend the spirit of co-operation and toleration, which is natural in the family, to the village, the town, the nation, the whole world. Conscience means accepting responsibility for our actions, or, to put it another way, realising that in service to others lies the fulfilment of our individual powers and qualities.

From a recent address by Mr. George Tomlinson, British Minister of Education.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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# indicates article of special interest to  
Indian Affairs Branch officials.

TO THE A CHILD

Know you what it is to be a child?  
It is something very different from the man  
of today. It is to have a spirit yet  
streaming from the waters of baptism; it is  
to believe in love; to believe in loveliness,  
to believe in belief. It is to be so little  
that the elves can reach to whisper in your  
ear; it is to turn pumpkins into coaches,  
and mice into horses, lowness into loftiness,  
and nothing into everything, for each child  
has its fairy godmother in its soul.

- Shelley.

PART I

SCHOOL ADMINISTRATION.

9 SCHOOL SUPPLY REQUISITIONS.

As the principals of our residential schools are aware, we try to prevent a flood of requisitions for school supplies each summer by having residential school requisitions forwarded to the Department by December 31st, each year.

This is not only fair to the day schools but also assists the Stationery Branch in spreading out the filling of orders. Unfortunately, many of our residential schools did not co-operate last year and this was one of the reasons the Stationery Branch was unable to cope with the heavy flood of orders this summer. This, added to the difficulties in securing certain supplies, meant that many of our schools did not receive their orders until October.

We would again emphasize the necessity for co-operation in this regard. The number of day schools now outnumber the number of residential schools in a ratio of four to one. Therefore, it is impossible for the Stationery Branch to handle the large number of requisitions which arrive annually during June and July. These must be spaced out over the twelve month year as follows:

- (1) Requisitions to reach the Department by December 31, 1948 or as soon thereafter as possible.

(a) from all residential schools

(b) from day schools in the Yukon, Northwest Territories and in the northern parts of the provinces where mail facilities are limited (e.g. Norway House Agency)

- (2) Requisitions to reach the Department by March 31, 1949

(a) from all day schools in B.C., and Alberta

(b) for all library and supplementary books (a special order form will appear in the next issue of the Bulletin)

- (3) Requisitions to reach the Department by May 31, 1949

(a) from all other day schools than those mentioned in 1 (b) and 2 (a) above.

Receiving Supplies:

We are aware that some supplies requisitioned for the school year 1948-49 have not been received as yet. These supplies will be forwarded as soon as they are received from the publishers. Therefore, it is not necessary to re-order such supplies unless it is considered that more will be required for the following year.

During the next few months you will be receiving supplies for both this year and the next year. However, you can distinguish these supplies quite easily by taking note of the requisition numbers marked on the delivery record slip enclosed with each parcel

- (a) the requisition numbers below 29600 will be for this academic year
- (b) the numbers above 29600 will be for the 1949-50 academic year.

Order Forms to be Used:

The Department is doing its best to simplify the ordering of school materials. Attached hereto you will find in duplicate the revised Standard School Supply Order Forms for use in requesting standard items.

You will notice, however, that many school books such as senior reading and senior arithmetics are not shown. To secure these you may consult the list of text books authorized for use in the province in which your school is located. If any changes are due in the provincial texts you may delay ordering such books until a decision has been reached by the provincial department of education. For example, several provinces are replacing the "Highroads to Reading" in grades 4 and upwards with more modern texts. The decision may not be announced until next May or June. Therefore, it is quite in order for teachers to delay ordering readers until the name of the new text (a) for the province has been decided. The same applies to arithmetic books in the upper grades as several provincial changes are anticipated.

All books and items not listed on the Standard Supply Order Form attached can be demanded on the usual requisition form I.A. 413. Only one copy of this form is needed.

Special Delivery Instructions:

Be sure to give the correct address of your school and its official name. Instructions about shipping should be given. This means details about meeting certain boats, dates for the departures of tractor trains, special crating necessary and any other necessary information which will help us to ensure that our supplies reach you in good order.

Scale of Issue:

Please adhere closely to this scale of issue in requisitioning for supplies:

- (a) Pencil Sharpener - one per classroom only.
- (b) Foolscap - 50 sheets per pupil in Grades Five and upwards.
- (c) Loose Leaf Notebooks No. 1937 - one per pupil in Grade 7 - two per pupil in Grade 8.
- (d) Loose Leaf Notebooks No. 2933 - two per pupil in Grade 9 and upwards.
- (e) Crayons - Wax Crayons are provided for Grades 1 to 3 and Crayolas are available for Grades 4 and upwards.
- (f) Modelling Clay: The product we supply is Klean Klay and is available at the rate of a quarter of a pound to each pupil in Grade I. We will provide assorted colours.
- (g) Dry Tempera: We provide one set of four assorted colours per classroom containing Grade 5 and upwards.
- (h) Water Colour Boxes are provided for Grade 4 and upwards only.
- (i) White Water Colour Drawing Paper is provided for Grades 7 and upwards only. Lower Grades will use Blank Drawing Books.
- (j) Poster Paper is provided for Grades 6 and upwards only.
- (k) Hectograph paper: 1,000 sheets per classroom only unless school magazine is being printed. Use Exercise Book A for class hectographing.
- (l) Six Scratch Pads of each type are provided per classroom.

Conservation of Supplies:

Teachers are asked to co-operate in every way by taking care of the texts supplied. Due to the large number of new schools being opened and increased costs of supplies, we are finding our supplies bill increasing rapidly. Please have your pupils take care of the text books, pencils, exercise books, etc., supplied. We are anxious to meet your requirements but cannot tolerate waste.

Text books in the senior grades should last for several years. Workbooks in the senior grades must NOT be used by having the answers written

in them. Grades from 3 upwards should write these answers in their exercise books.

Summary:

1. Forward your requisitions on the dates indicated above.
2. Order standard supplies on the special form attached hereto. This is to be forwarded in duplicate.
3. Order special supplies on the usual form I.A. 413. A single copy only of this form is required by the Department. Check with your local Indian Superintendent who might require a copy for his files.

10. COMMUNITY RECREATION

The National Physical Fitness Division of the Department of National Health and Welfare has recently published a "Guide for Leaders in Community Recreation". The contents are as follows:-

- |                 |                                 |
|-----------------|---------------------------------|
| Chapter 1. .... | Foreword.                       |
| Chapter 2. .... | What is Recreation?             |
| Chapter 3. .... | The Volunteer Leader.           |
| Chapter 4. .... | Planning Pays.                  |
| Chapter 5. .... | So Many Things to Do.           |
| Chapter 6. .... | Climbing the Leadership Ladder. |
| Chapter 7. .... | Who's Who.                      |
| Chapter 8. .... | Bibliography.                   |

Feeling that in these 32 pages there are many interesting facts for our Indian Day and Residential School teachers, we have obtained a number of these pamphlets. For those who would like a copy or copies, please write to:

Education Division, Indian Affairs Branch,  
Department of Mines and Resources, Ottawa, Ontario.

11. YOUR TIMETABLE

(Part 1 of a series of two articles)

"The making of a programme, daily, weekly, or yearly, is one of the most important tasks of every teacher. The programme of a school reflects the philosophy of education, the concept of method, and the degree to which the work of the school has been analyzed by the teacher, whether she is conscious of these implications or not. Programmes must be adapted to the particular situation in which the teacher finds herself; they can not be turned out "ready-made". Programme making is a much more difficult task for the teacher in the small rural school, because of the heterogenous ages and grades, than in the large urban school."

Extract from Manitoba Curriculum, 1946.

In several reports received recently by the Department, provincial and federal school inspectors have drawn to our attention the need for more care by our teachers in the preparation of timetables. This is particularly important in one-room schools where a teacher has several grades under instruction.

Not only should care be taken in preparing a timetable but teachers must realize that it is more than a wall decoration to be followed only when the inspector, superintendent or other official is present. We realize, of course, that the new curricula of the various provinces place the

emphasis on a programme of child activity which cannot be bounded by traditional subject matter limits. As a result the daily programme must of necessity be varied and flexible. It is only natural that when "enterprises", "activities" or "projects" are undertaken they will cut across several subjects and time for them should be available in the time usually allotted to the subjects concerned.

In this regard the following extract from the Manitoba Curriculum is interesting:-

"2. Learning is multiple

Our school timetables seem to indicate that in a given period pupils are learning only the scheduled subject. This is far from what is actually happening. Students are continually reacting in many ways to the whole classroom situation and, therefore, they are learning many different things. For example, in the Arithmetic period, in addition to Arithmetic, they may be learning to read and to express themselves quite as effectively as in the English period; without doubt they are developing mental habits and attitudes as important for them as the knowledge of Arithmetic which they are gaining. These 'associated learnings' must as far as possible be controlled and definitely planned. The teaching methods, organization and subject matter must be evaluated not only by the examination which tests the knowledge of the subject being taught, but also by a consideration of the associated learning. Many a student has learned sufficient to pass his examination on a subject and at the same time has developed attitudes and habits of thinking which are definitely harmful. The failure to consider associated learning is one of the results of the tendency to measure learning only by examinations."

The allotment of time to the various subjects is fairly uniform in the various provincial curricula.

In Saskatchewan the Elementary School Curriculum (1947) provides as follows:-

"Teachers should keep in mind the possibility of overlapping and the necessity of flexibility, and construct their time tables accordingly. The following scheme is suggested:

Health ..... 10% in all grades.

English ..... 30% varying from 45 to 50% in the primary grades to 25% in the senior.

Social Studies ..... 20% varying from 10% in the primary grades to 20% in the senior.

Science ..... 8% varying from 6% in the primary grades to 9% in the senior.

Mathematics ..... 8% varying from 4% in grade II to 12% in the senior grades.

Music ..... 8% in all grades.

Art ..... 8% in all grades.

Unassigned ..... 8% varying from 6% in the primary grades to 8% in the senior.

Approximately, 10% means 30 minutes per day."

The Ontario Programme of Studies makes the following suggestions:-

"It is obvious that the Programme cuts across the traditional subject-by-subject arrangement, and that, therefore, rigid time limits must be abandoned. In planning the work and play of a class, it may be sufficient to remember that the 'time-table' should be flexible, should permit the necessary variety, and should provide in just balance for each type of activity. What is the just balance? How should the time be divided? Keeping in mind the possibility of overlapping and the necessity of flexibility, the following scheme is suggested:

English .....	30%
Social Studies .....	20%
Health .....	10%
Natural Science .....	10%
Arithmetic .....	10%
Music .....	10%
Art .....	10%

Roughly, 10% means one half hour per day."

(In the second article we will present a sample time table for an ungraded school.)

#### 12. SURVEY OF PUPIL DISTRIBUTION.

The October issue of the Bulletin was accompanied by a form for showing the age-sex-grade distribution of pupils in our Residential and Day schools. Instructions on completing this form were given on Page 3, Article 3. Most of the schools have completed this form as requested; however, others have not. If you have not sent your form in as yet, please do so immediately.

#### PART II: TEACHING METHODS

#### 13. THE TEACHING OF "DIRECT LEARNERS"

Those of our teachers who have attended the summer courses in Auxiliary Education conducted in Toronto by the Ontario Department of Education will know Dr. Helen De Laporte, the Assistant Inspector of Auxiliary Classes.

Six years ago Dr. De Laporte conducted a survey of a group of Indian Schools in Ontario. Many of her recommendations have been followed and we feel that all our schools have benefited as a result. Even now we are planning further implementations of her suggestions and our teachers will hear more of these matters in further issues of the Bulletin.

One of the implications in the facts as presented by Dr. De Laporte is that many Indian children acquire knowledge best by "direct learning". These pupils need to learn by doing and the teacher will have to employ methods different from those used with "indirect learners". In other words you will have to treat Jackie who has been two years in grade one and still cannot master the simple number combinations as a different teaching problem to Alice who, after six months in school, has already mastered these combinations. Jackie, as a "direct learner" needs illustrative material, to handle objects, to experience sensation of action and to form habits. Alice is more capable of learning by abstract means and will in time learn more readily from books.

We feel certain that all our teachers will be interested in the following diagram appearing in Dr. De Laporte's thesis. It illustrates very clearly the general tendencies of the two ends of the groups and the effect on teaching methods.

"General Tendencies"Direct Learners

Learns by trial and error,  
Must form habits.

Emotions less controlled.

Slower to grasp a new idea.

Indirect Learners

Reasons, can take short cuts.

Emotions more controlled.

Quick to grasp a new idea.

Reaction Tendencies in Subjects

## Reading. Notes details

Comprehends general significance.

## Composition. Utilizes given material.

Creative.

## Literature. Memorizes.

Interprets

## Arithmetic, Learns mechanical processes.

Reasons problems.

## Drawing. Copies

Creates.

## Science. Learns processes by doing.

Learns general laws and theories.

## Conduct. Does not see similarities, can not generalize.

Can see similarities and generalize.

Effect on Methods

## Needs assisted study.

Capable of longer individual study.

## Must use concrete material.

Can study the abstract.

## Needs small units of learning.

Assimilates larger units of learning.

## Needs much repetition.

Needs less repetition.

## Concentrates for a shorter time, needs shorter lesson periods.

Has longer periods of concentration.

## Should start with the word method.

Can use phonics earlier.

## Needs suggestions.

Can utilize creative power.

## Must have encouragement and reward.

Learning is its own reward.

Educational courses, arrangements re rate of progress and equipment are planned in general for the central fifty percent of the school population, those who fall between 90 I.Q. and 110 I.Q. For those who lie outside the boundaries of this group, special adjustments should be made. To make radical adjustments for those who differ by ten per cent from the average group requires very capable teachers, with greater knowledge than the average. To quote one example of adjustments necessary in primary reading. Gates has proven by research that children of lower intelligence quotients need more repetition, extensive and frequent review to compensate for poor retention. The number of repetitions per word is shown below.

Range of I.Q. (Chronological Ages Between 6.1 and 7.5 years at Beginning of Term.)

Number of Repetitions to be Provided in Reading Course, i.e. Aside from All Incidental Reading.

120	-	129	20
110	-	119	30
90	-	109	35
80	-	89	40
70	-	79	45
60	-	69	55

Mere repetition of the same fact over and over is wearying to a child, so the teacher must use her ingenuity in presenting the countless repetitions in an interesting and meaningful way. "

#### 14. FEAR IS A DANGEROUS WEAPON.

(Adopted from an article in the October 1948 issue of Indian Education, published by the United States Indian Service)

Fear may temporarily drive some students into action, but in the end it always turns out to be a negative motive.

It affects animals in several different ways such as running away, hiding, fighting or playing dead. Its effect on children is a bit more subtle. It is known by psychologists as the great inhibitor. If a child is kept under the strain of fear for a lengthy period it usually results in temporary or permanent damage to the personality. It therefore must never be used even under the most extenuating circumstances as a tool or instrument in the classroom. Teachers who use fear as a tool can be written off as failures because they develop, whether they intend to or not, a crop of belligerent, maladjusted children who are doomed to failure because of frustration.

High morale is one of the prime requisites in a successful teaching situation while fear is the destroyer of morale and the cause of failure. Good morale in a classroom is built upon a mutual feeling of having an essential part or taking an active part, or belonging to a group or class that is worthwhile. In many instances it is a combination of all three. Morale, good or bad in a classroom, can be detected in an instant by an outside observer.

The teacher who is a good morale builder is a happy, well-adjusted person with a broad sympathetic understanding of children, she is driven by a creative urge to do something worthwhile for the children, she is intensely interested in her work, she has confidence in herself and in the children under her guidance and she develops teamwork which generates enthusiasm and cooperation on the part of the children.

She also knows that many Indian children who come to school for the first time have no knowledge of the English language and that it is her duty to help the children adjust themselves to the new surroundings, to understand the new culture patterns, and to teach them the English language before much progress can be made. This requires courage, patience and understanding, as well as the use of many new teaching techniques. She knows, too, that she must first gain the confidence of the children because until there is a proper teacher-pupil relationship established which is free from fear, there can

be no satisfactory results. Fear is a dangerous weapon. Keep it away from the children.

15. FROM ONE TEACHER TO ANOTHER

(Contributions from our teachers)

Editor's Note.

In this issue I was faced with a choice between publishing a series of short contributions from various teachers or a fairly long article on "How I Teach My Pupils Social Studies". After reading the longer article again, I had almost decided to defer it until the next issue. The names of the Indian tribes and districts were much too difficult for our overworked typists - especially at the time of the Christmas rush. However, the matter was finally referred to the Superintendent of Education for his decision. In his mind there was no doubt - the longer article would be published. I found that long and mysterious words like Tzouhalem and Clem Clemlutz rolled glibly off his tongue; he could see no reason why our typists should have any difficulty with the script.

Only after a rapid withdrawal from his office did I learn that he had taught these Cowichan Indians for two years and that these place names held a host of happy memories for him.

HOW I TEACH MY PUPILS SOCIAL STUDIES by Sister Dorothy Marie of the St. Catherine's Indian Day School (4 rooms) near Duncan, B. C.

We feel that this article will be of special interest to our teachers who have written to the Department asking for help in teaching their Indian pupils a little of their own environment and culture.

"Recent years have brought a strong tendency towards a greater unification of the school curriculum. Artificial and unnecessary boundaries dividing one subject from another are now being done away with. Teachers have come to realize that the child's mind is a unit so the educational programme should be correlated to form a unit. To this end one topic is chosen and the whole school programme revolves around it. Hence, one subject may be taught in such a way to make distinct contributions to other subjects as religion, spelling, English, arithmetic, art and others.

In our Indian school, the pupils of grades two, three, and four knew nothing concerning their own reservations. Therefore, I concluded that there was a basic need for my pupils to know something about their environment. The programme of studies for British Columbia<sup>1</sup> devotes the whole spring term to "Our Expanded or Hearsay Community". This includes the natural region of which the community around the school is a part. It includes that area in general which is so closely linked with the home community that the children will hear a great deal about it in their everyday life. The Indians of our part of the Province form part of the unit. Throughout all this project careful attention will be given to the mountains, rivers, lakes, roads, trails, railways, etc., of our own part of the Province.' Here was another reason why this important project should be presented.

The aims of our problem project were:

1. To arouse the interest of the children in their own people and community.

<sup>1</sup> Programme of Social Studies for B.C. p. 49.

2. To show that territorial boundaries were often due to geographical characteristics.
3. To teach geographical definitions using examples taken from their own community.

Core of Thought:

The Indians lived in America thousands of years before the coming of the white man. Columbus, on his first nautical trip, landed in America. Thinking he had reached India, he called the people Indians.

Indians are divided into large groups or tribes somewhat as a continent is separated into countries. Again each group was broken up into single tribes. Bands were tribal divisions.

Problems:

- A. What were the chief living areas of the Indians in what is now North America?

1. Northwest Coast Tribes
2. Woodsmen of the North
3. California Tribes
4. Southwest Tribes
5. Plains Tribes
6. Eastern Woodland Tribes

This problem required a study of North America with its different geographical factors as a whole.

- B. Into how many tribal divisions are the Northwest Coast Tribes divided?

To which of these do you belong?

- |            |            |
|------------|------------|
| 1. Salish  | 4. Haida   |
| 2. Kliktat | 5. Tlingit |
| 3. Chinook |            |

It was astonishing to learn that not one of the forty-nine pupils knew to which tribe he belonged. The children eagerly sought information from their elders, the Indian agent and priests. The Salish tribe, to which they belonged, was found in the State of Washington and on Vancouver Island. This problem demanded a study of such terms as island, ocean, bay, and strait. The knowledge gained from our first two problems led to an enthusiastic desire to study our third and main problem.

- C. From what reservations do the pupils of our class come?

- |              |                  |
|--------------|------------------|
| 1. Khenipsen | 4. Clem Clemlutz |
| 2. Quamichan | 5. Comiaken      |
| 3. Somenos   |                  |

Study groups were formed. Individuals were placed with fellow students belonging to their own reservation. Then an interesting study concerning each reservation was begun.

- a. Reservation--where located?  
boundaries?
- b. Size
- c. Population
- d. Chief occupation of people

Individual booklets containing these data were kept by each child.

D. What Indian names are now used by the white man?

1. Tzouhalem Mountain
2. Quamichan Lake
3. Koksilah River
4. Sooke Lake and River
5. Cowichan Bay
6. Malahat Drive--formerly a trail
7. Nanaimo City--"She-ny-mo" the whole or "big strong tribe."

Inquiry was also made as to the meaning of these words.

In order to gain a greater knowledge of our environment other subjects were utilized to clarify and enrich the subject of social studies.

Religion proved most interesting when the following problems were presented:

1. Who was the first missionary in the Cowichan District?
2. Who built the first Church?
3. Where were these missionaries born?
4. How did they reach Vancouver Island?

A vast amount of geography was covered. The first Fathers Limfrit and Rondeault travelled through the Isthmus of Panama now the Panama Canal. The hardships endured by the early missionaries was great, but nothing was too difficult to save souls. A group of pupils outlined the journey of the first missionaries as compared with the modern methods of transportation.

It was imperative to learn the words which were so frequently used. The following problems gave us a large number of words:

1. What words did the Indians add to our vocabulary?
2. What places retain Indian names?
3. Find the meaning of such names.
4. What geographical terms did you learn and give their definitions?

Such words as river, mountain, lake, coast, ocean, continent, island, bay, peninsula, northwestern, isthmus, Cowichan, Malahat, and others were studied and the definitions of the geographical terms mastered.

Pupils, who once dreaded expressing their ideas both orally and written, were now most willing to relate little experiences or stories they had heard.

1. After whom was Mt. Tzouhalem named? Tell what you have heard about him.
2. Which poem can you find about an Indian boy? (Hiawatha).
3. What Indian legend have you heard from parents or grandparents?

Social Studies are rich in actual content for oral or written expression and require the use of all tools or skills that are ordinarily taught in the English Class. It was astonishing to see how quickly the pupils learned to seek their own information both from our own limited library and from adults.

The arithmetic teacher may use facts taken from the social studies as the basis of problems in the arithmetic class.

1. Find the area of your respective reservations.

2. How far is it from the school to your home?
3. What is the difference in degrees between our warmest summer day and our coldest winter day?

These and other problems were solved during the arithmetic period. They put into actual practice the arithmetic fundamentals which the pupils had already learned.

The Art period proved most valuable time for map reading, drawing and printing. First, a map of North America showing the main divisions of Indians was studied. This was followed by a study of a map of our own island and then our own immediate community.

Health, one of the major concerns in our Indian Schools, brought the following problems:

1. What contribution have the Indians made towards medicine?
  - a. quinine
  - b. the use of other herbs.
2. What foods did the Indians contribute to the white man's diet?
 

a. tomatoes	d. maize
b. squash	e. berries, etc.
c. pumpkin	
3. What care does the Government provide for the Indians gratuitously?
 

a. hospitalizarion	c. dental
b. medical	d. education
4. What supplies does the Government give the school to safeguard health?
 

a. paper towels and toilet paper	
b. disinfectants	
c. soap and warm water	
d. hot cocoa	
5. Against what diseases are you safeguarded?
 

a. tuberculosis	c. typhoid fever
b. diphtheria	d. smallpox

How little does the average Indian realize all the care he receives gratis! To bring this home more forcefully, we calculated how much it would cost if their parents were to pay for the care they receive. Children were appalled at the amount they were receiving from the Federal Government.

During the Singing Period songs dealing with Indians were learned. The following problems were discussed.

1. What instruments did the Indians use to accompany their singing and dances?
 

a. drums	c. rattles
b. whistles	d. reed instruments
2. How does Indian music sound compared with modern music?

In order to develop an understanding of the simple or the complex activities of the geographical region, the answers to the various problems should be summarized; generalizations and statements concerning the particular adjustments of man in this region may be developed.

The unit should be concluded by discovering if the children have mastered the understandings desired and if they have acquired certain

skills, abilities, and attitudes involved in gaining these understandings.

Our project was begun in the classroom because the children were intensely interested in their own environment. This interest led them--as they tried to answer their own questions about Indians and related subjects--into several major fields of knowledge; into an interest in the study of various kinds of land and water formations, into geographical research and the reading and drawing of maps. Here were many experiences which were valuable because they helped the children to interpret their immediate environment, to acquire useful, accurate, organized information and to develop new interests that led them to richer experiences and more useful attitudes. All these experiences were bound together about the initial interest in their own tribal division. They were truly unified as are all experiences of life that have meaning for us. The activities involved were expressions of the children's own purpose to learn."

#### 16. MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS.

Two four-room day schools which will open directly after the Christmas holidays are those nearing completion on the Caradoc Reserve near London, Ontario, and the Hay River School at Hay River, Northwest Territories. The former school will serve the senior grades of the Caradoc Reserve and will replace the former Mount Elgin Residential School. The latter is a new venture near the site of the former Hay River Residential School and will serve both white and Indian pupils.

Two-room day schools which should be completed in January or February are those at

1. Lakeview on the West Bay Reserve, Manitoulin Island Agency.
2. Lake St. Martin on the Lake St. Martin Reserve, Portage la Prairie Agency.
3. Sarcee on the Sarcee Reserve, Stony and Sarcee Agency.
4. St. Clair, in the Sarnia Agency.

One-room schools which are nearing completion are those at

1. Klemtu, Bella Coola Agency, British Columbia;
2. Seabird Island, Lytton Agency, British Columbia;
3. Nut Lake, Touchwood Agency, Saskatchewan;
4. Meadow Lake, Meadow Lake Agency, Saskatchewan;
5. Valley River, Dauphin Agency, Manitoba;
6. Island Lake, Norway House Agency, Manitoba;
7. Peguis No. 1, Fisher River Agency, Manitoba;
8. Serpent River, Sault Ste. Marie Agency, Ontario;
9. Murray Hill, Manitoulin Island Agency, Ontario
10. Alnwick, Rice and Mud Lake Agency, Ontario.

There are a number of other schools also under construction, most of which will be completed this winter. One exception is the largest day school ever constructed by the Department. This is a twelve-room brick school now being built at Caughnawaga, P.Q. It should be completed in the fall of 1949 and will be a most modern structure complete with every type of up-to-date convenience and installation.

We regret to inform our readers of the partial loss by fire of one of the large Indian hospitals operated by the Department of National Health and Welfare. This building was at Sardis, British Columbia, and was formerly an Indian residential school.

ORDER FORM FOR STANDARD SCHOOL SUPPLIES

These supplies are for Indian children only.

Note: Order by exact quantity and not by dozens; e.g., do not ask for "three dozen" but say "36"

boxes Chalk, white	Blotters, 4 x 9
boxes Chalk, asst. colours.	Blotters, Desk, 18 x 24 green (Teachers only)
Blackboard brushes	Rulers, 12" plain
Pencils (1917 - H.B.)	boxes Paper clips (medium)
Pencils (Primary #308)	boxes Thumb tacks
Pencils (Checking) Blue #76.	pkts. Stickfast dry paste
Pencils (Checking) Red #77.	Paste Brushes
Erasers (Pencil)	rolls Transparent Adhesive Paper Tape.
Erasers (Ink)	rolls Kraft Gummed Paper Tape 2"
Erasers (Art gum)	pr. Kindergarten scissors, blunt.
Penholders	pr. Teachers' Scissors, 7"
boxes Pen Nibs (fine)	Blank Drawing Books #1, 6x9"
boxes Pen Nibs (medium)	Blank Drawing Books #2, 9x12 "
pkts. Ink Powder, Blue, Qt. size	boxes Gummed Stars #22, asst.
pkts. Ink Powder, Red, Qt. size.	
Pencil Sharpener.	

EXERCISE BOOKS, etc.

Loose leaf Note Books, #1937 (Grades 7 and 8)

Loose leaf Note Books, #2933 (Grade 9 and upwards).

Scribblers A, (plain)

Scribblers B, (ruled, pencil)

Exercise Books C, (ruled, Ink)

Exercise Books D 104, (black cover, ruled, Ink)-grade 6 & upwards only

Exercise Books, Interlined, Double ruled.

HANDICRAFT SUPPLIES

pkts. Wax Crayons (Primary)	Water colour boxes
pkts. Crayolas (Senior)	Water colour brushes (#5, medium)
lbs. Klean Klay, asst. colours	Water colour refills,
Dry Tempera	Red      Brown      White
Red,      Green	Blue      Orange      Black
Yellow      Orange	Yellow      Green
Blue      Brown	Purple
Purple      Black	
White	

PAPER and ENVELOPES

pkts. White Water colour Drawing paper, 6 x 9 (100 sheets to package)
pkts. White Water colour Drawing paper, 9 x 12 (100 sheets to package)
pkts. Construction paper, 9 x 12, asst. colours (50 sheets to package)
pkts. Poster Paper, 9 x 12, asst. colours (100 sheets to package)
pkts. Folding paper, 6 x 6, asst. colours (100 sheets to package)
sheets Kraft Wrapping paper (18 x 24)
pkts. Foolscap, single ruled (500 sheets to package)
pkts. Multiscript (Hectograph) Paper, 8½ x 14 (1000 sheets to package)
pkts. T. Writer Carbon paper, Std. Wgt. black, 8 x 13
Scratch Pads #2, plain (3 x 5)
Scratch pads #5, ruled (6 x 10)
Envelopes #10 (9½" x 4")

R E A D E R S

Protestant Schools (Basic Readers)

GRADE ONE:

Before We Read	We Work and Play
We Look and See	We Come and Go
Think and Do Book for Pre-Primer Program	
Fun with Dick and Jane	
Think and Do Book for Fun With Dick and Jane	
Our New Friends	
Think and Do Book for Our New Friends	
Guide-Book to Grade One Program.	

### ORDER FORM FOR STANDARD SCHOOL SUPPLIES

These supplies are for Indian children only.

Note: Order by exact quantity and not by dozens; e.g., do not ask for "three dozen" but say "36"

boxes Chalk, white	Blotters, 4 x 9
boxes Chalk, asst. colours.	Blotters, Desk, 18 x 24 green (Teachers only)
Blackboard brushes	Rulers, 12" plain
Pencils (1917 - H.B.)	boxes Paper clips (medium)
Pencils (Primary #308)	boxes Thumb tacks
Fencils (Checking) Blue #76.	pkts. Stickfast dry paste
Pencils (Checking) Red #77.	Paste Brushes
Erasers (Pencil)	rolls Transparent Adhesive Paper Tape.
Erasers (Ink)	rolls Kraft Gummed Paper Tape 2"
Erasers (Art gum)	pr. Kindergarten scissors, blunt.
Penholders	pr. Teachers' Scissors, 7"
boxes Pen Nibs (fine)	Blank Drawing Books #1, 6x9"
boxes Pen Nibs (medium)	Blank Drawing Books #2, 9x12 "
pkts. Ink Powder, Blue, Qt.size	boxes Gummed Stars #22, asst.
pkts. Ink Powder, Red, Qt. size.	
Pencil Sharpener.	

### EXERCISE BOOKS, etc.

Loose leaf Note Books, #1937 (Grades 7 and 8)
Loose leaf Note Books, #2932 (Grade 9 and upwards)
Scribblers A, (plain)
Scribblers B, (ruled, pencil)
Exercise Books C, (ruled, Ink)
Exercise Books D 104, (black cover, ruled, Ink)-grade 6 & upwards only
Exercise Books, Interlined, Double ruled.

### HANDICRAFT SUPPLIES

pkts. Wax Crayons (Primary)	Water colour boxes
pkts. Crayolas (Senior)	Water colour brushes (#5, medium)
lbs. Klean Klay, asst. colours	Water colour refills,
Dry Tempera	Red              Brown              White
Red,          Green	Blue          Orange          Black
Yellow        Orange	Yellow        Green
Blue          Brown	Purple
Purple        Black	
White	

### PAPER and ENVELOPES

pkts. White Water colour Drawing paper, 6 x 9 (100 sheets to package)
pkts. White Water colour Drawing paper, 9 x 12 (100 sheets to package)
pkts. Construction paper, 9 x 12, asst. colours (50 sheets to package)
pkts. Poster Paper, 9 x 12, asst. colours (100 sheets to package)
pkts. Folding paper, 6 x 6, asst. colours (100 sheets to package)
sheets Kraft Wrapping paper (18 x 24)
pkts. Foolscap, single ruled (500 sheets to package)
pkts. Multiscript (Hectograph) Paper, 8½ x 14 (1000 sheets to package)
pkts. T. Writer Carbon paper, Std. Wgt. black, 8 x 13
Scratch Pads #2, plain (3 x 5)
Scratch pads #5, ruled (6 x 10)
Envelopes #10 (9½" x 4")

### READERS

#### Protestant Schools (Basic Readers)

##### GRADE ONE:

Before We Read	We Work and Play
We Look and See	We Come and Go
Think and Do Book for Pre-Primer Program	
Fun with Dick and Jane	
Think and Do Book for Fun With Dick and Jane	
Our New Friends	
Think and Do Book for Our New Friends	
Guide-Book to Grade One Program.	

### READERS

#### GRADE TWO:

- \_\_\_\_\_ Friends and Neighbours
- \_\_\_\_\_ Workbook-Friends and Neighbours
- \_\_\_\_\_ More Friends and Neighbours
- \_\_\_\_\_ Workbook-More Friends & Neighbours
- \_\_\_\_\_ Guide-book - Second Grade Program

#### GRADE THREE:

- \_\_\_\_\_ Streets and Roads
- \_\_\_\_\_ Workbook - Streets and Roads
- \_\_\_\_\_ Guide-book--Third Grade Program

### ENGLISH

#### Language Workbooks:

##### Living Language Series

- \_\_\_\_\_ Word Ways (Grade 3)
- \_\_\_\_\_ Words at Work (Grade 4)
- \_\_\_\_\_ More Progress (Grade 5)
- \_\_\_\_\_ Carry On (Grade 6)
- \_\_\_\_\_ Living Language (Teachers' Manual)
- \_\_\_\_\_ Opportunity Workbooks in English, (Grade 7)
- \_\_\_\_\_ Opportunity Workbooks in English (Grade 8)
- \_\_\_\_\_ Workbook in English Grammar, (Grades 7 and 8)

#### NATURE STUDY:

- \_\_\_\_\_ Natural Science Through the Seasons (Teachers Only)

#### HEALTH:

##### Safe and Healthy Living Series: FOR TEACHER'S USE ONLY:

- \_\_\_\_\_ Spick and Span (Grade 1)
- \_\_\_\_\_ Health Parade (Grade 2)
- \_\_\_\_\_ Growing Big and Strong (Grade 3)
- \_\_\_\_\_ Safety Every Day (Grade 4)

##### FOR PUPIL'S USE:

- \_\_\_\_\_ Health, Safety and Success (Grades 5 and 6)
- \_\_\_\_\_ Your Health & Safety (Grades 7 & 8)
- (Please print carefully or type)

Name \_\_\_\_\_

School \_\_\_\_\_

Post Office (nearest) \_\_\_\_\_

Express Office  
(nearest) \_\_\_\_\_

Province \_\_\_\_\_  
(PLEASE PRINT)

### READERS

#### CATHOLIC SCHOOLS:

##### Faith and Freedom Series

#### GRADE I:

- \_\_\_\_\_ Our First Book

- \_\_\_\_\_ Here We Come

- \_\_\_\_\_ This is Our Home

- \_\_\_\_\_ Workbook for Here we Come and This is Our Home

- \_\_\_\_\_ This is Our Family

- \_\_\_\_\_ Workbook for This is Our Family

- \_\_\_\_\_ These Are Our Friends

- \_\_\_\_\_ Workbook for These Are Our Friends

##### Corona Readers: Grade 3 & Upwards)

- \_\_\_\_\_ Paths of Grace (Grade 3)

- \_\_\_\_\_ Workbook for Paths of Grace

- \_\_\_\_\_ Tales to Tell (Grade 4)

- \_\_\_\_\_ Workbook for Tales to Tell

- \_\_\_\_\_ Stories for Every Day (Grade 5)

- \_\_\_\_\_ Treasure Trove (Grade 6)

- \_\_\_\_\_ Fact and Fancy (Grade 7)

- \_\_\_\_\_ Wide Horizons (Grade 8)

### ARITHMETIC

#### Jolly Number Series:

- \_\_\_\_\_ Jolly Numbers, Primer

- \_\_\_\_\_ Jolly Numbers, Book 1

- \_\_\_\_\_ Jolly Numbers, Book 2 (1st Half)

- \_\_\_\_\_ Jolly Numbers, Book 2 (2nd Half)

- \_\_\_\_\_ Teachers' Manuals, Book 1

- (Beginner's Course)

- \_\_\_\_\_ Teachers' Manual, Book 2

### SOCIAL STUDIES:

- \_\_\_\_\_ Story Workbook in Canadian History (Grades 5 to 7)

- \_\_\_\_\_ Social Studies Workbook on Eastern Canada (Grades 7 & 8)

- \_\_\_\_\_ Social Studies Workbook on Western Canada (Grades 7 & 8)

### ENROLMENT OF INDIAN PUPILS

#### BY GRADES

Grade 1 \_\_\_\_\_ Grade 2 \_\_\_\_\_ Grade 3 \_\_\_\_\_

Grade 4 \_\_\_\_\_ Grade 5 \_\_\_\_\_ Grade 6 \_\_\_\_\_

Grade 7 \_\_\_\_\_ Grade 8 \_\_\_\_\_ Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_

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READERSGRADE TWO:

- Friends and Neighbours
- Workbook-Friends and Neighbours
- More Friends and Neighbours
- Workbook-More Friends & Neighbours
- Guide-book - Second Grade Program

GRADE THREE:

- Streets and Roads
- Workbook - Streets and Roads
- Guide-book—Third Grade Program

ENGLISHLanguage Workbooks:Living Language Series

- Word Ways (Grade 3)
- Words at Work (Grade 4)
- More Progress (Grade 5)
- Carry On (Grade 6)
- Living Language (Teachers' Manual)
- Opportunity Workbooks in English, (Grade 7)
- Opportunity Workbooks in English (Grade 8)
- Workbook in English Grammar, (Grades 7 and 8)

NATURE STUDY:

- Natural Science Through the Seasons (Teachers Only)

HEALTH:Safe and Healthy Living Series:FOR TEACHER'S USE ONLY:

- Spick and Span (Grade 1)
- Health Parade (Grade 2)
- Growing Big and Strong (Grade 3)
- Safety Every Day (Grade 4)

FOR PUPIL'S USE:

- Health, Safety and Success (Grades 5 and 6)
- Your Health & Safety (Grades 7 & 8)
- (Please print carefully or type)

Name \_\_\_\_\_

School \_\_\_\_\_

Post Office (nearest) \_\_\_\_\_

Express Office  
(nearest) \_\_\_\_\_Province \_\_\_\_\_  
(PLEASE PRINT)READERSCATHOLIC SCHOOLS:Faith and Freedom SeriesGRADE I:

- Our First Book
- Here We Come
- This is Our Home
- Workbook for Here we Come and This is Our Home
- This is Our Family
- Workbook for This is Our Family
- These Are Our Friends
- Workbook for These Are Our Friends

Corona Readers: Grade 3 & Upwards)

- Paths of Grace (Grade 3)
- Workbook for Paths of Grace
- Tales to Tell (Grade 4)
- Workbook for Tales to Tell
- Stories for Every Day (Grade 5)
- Treasure Trove (Grade 6)
- Fact and Fancy (Grade 7)
- Wide Horizons (Grade 8)

ARITHMETICJolly Number Series:

- Jolly Numbers, Primer
- Jolly Numbers, Book 1
- Jolly Numbers, Book 2 (1st Half)
- Jolly Numbers, Book 2 (2nd Half)
- Teachers' Manuals, Book 1  
(Beginner's Course)
- Teachers' Manual, Book 2

SOCIAL STUDIES:

- Story Workbook in Canadian History (Grades 5 to 7)
- Social Studies Workbook on Eastern Canada (Grades 7 & 8)
- Social Studies Workbook on Western Canada (Grades 7 & 8)

ENROLMENT OF INDIAN PUPILSBY GRADES

Grade 1 \_\_\_\_\_ Grade 2 \_\_\_\_\_ Grade 3 \_\_\_\_\_

Grade 4 \_\_\_\_\_ Grade 5 \_\_\_\_\_ Grade 6 \_\_\_\_\_

Grade 7 \_\_\_\_\_ Grade 8 \_\_\_\_\_ Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_

Indian Superintendent.

